R E P O R T R E S U M E S

ED 014 490 TE 000 140

ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH, 1967.

BY- SCANNELL, WILLIAM J.
NATIONAL COUNCIL OF TEACHERS OF ENG.,CHAMPAIGN,ILL

PUB DATE NOV 67

EDRS PRICE MF-$0.25 HC-$1.20 28P.

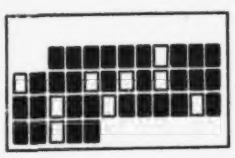
DESCRIPTORS- *CURRICULUM GUIDES, *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *SECONDARY GRADES, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, LANGUAGE ARTS, STATE CURRICULUM GUIDES, ANNOTATED BIBLIOGRAPHIES, NCTE/ERIC, NCTE COMM. TO REVIEW CURRIC. GUIDES

THIS PUBLICATION OF THE NCTE/ERIC CLEARINGHOUSE ON THE TEACHING OF ENGLISH, COMPILED BY THE NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES, PROVIDES INFORMATIVE AND EVALUATIVE ANNOTATIONS FOR 39 ELEMENTARY AND SECONDARY CURRICULUM GUIDES. THESE GUIDES, REVIEWED AND RECOMMENDED IN 1965-67, ARE PRESENTED HERE AS A RESOURCE FOR SCHOOLS AND AGENCIES WHICH ARE DEVELOPING AND WRITING CURRICULA. THE ANNOTATIONS INDICATE AVAILABILITY AND PRICES OF THE GUIDES. IN ADDITION, CERTAIN GUIDES HAVE BEEN CHOSEN AS REPRESENTATIVE OF THEIR TYPE, AND ARE AVAILABLE THROUGH EDRS. A COPY OF THE CRITERIA AND RATING SCALE USED BY THE COMMITTEE FOR THE EVALUATION OF THE GUIDES IS APPENDED. (MKC)

ED014490

ANNOTATED LIST OF RECENT ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH

1967



NCTE NATIONAL COUNCIL OF TEACHERS OF ENGLISH
ERIC EDUCATIONAL RESOURCES INFORMATION CENTER

CLEARINGHOUSE ON THE TEACHING OF ENGLISH

TE 000 140

National Council of Teachers of English
Educational Resources Information Center: Clearinghouse on the Teaching of English
508 South Sixth Street, Champaign, Illinois 61820

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ANNOTATED LIST
OF
RECOMMENDED ELEMENTARY AND SECONDARY
CURRICULUM GUIDES IN ENGLISH
-1967-

Edited by William J. Scannell
For the Committee to Review Curriculum Guides
of The National Council of Teachers of English

November, 1967

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.

-- Samuel Johnson

The Educational Resources Information Center (ERIC) of the U. S. Office of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is RESEARCH IN EDUCATION (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents which are available through normal publication channels. (RIE may be obtained from the U. S. Government Printing Office, Washington, D. C. 20402.)

The ERIC Clearinghouse on the Teaching of English, one of 18 clearinghouses authorized to date, is responsible for research reports and other documents relevant to all aspects of the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English. (Bernard O'Donnell, Director, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.)

The Clearinghouse, together with abstracting and indexing documents for swift retrieval purposes, performs the primary service of information analysis. Hence NCTE/ERIC will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for the teaching of English. This document is one such assessment.

THE COMMITTEE TO REVIEW CURRICULUM GUIDES

Miss Dorothy Davidson, Chairman

Mr. Daniel A. Lindley, Jr., Associate Chairman

Mr. Eugene E. Balazs

Mr. G. Spencer Beasley

Miss Mary Bremer

Miss Mable M. Brown

Mr. S. Alan Cohen

Brother Thomas Corbett, S.M.

Mr. Allan E. Dittmer

Mrs. Maude H. Edmonson

Miss Katherine B. Greaney

Dr. Lola Beth Green

Mr. Herbert P. Habel

Mrs. Karen J. Hess

Dr. C. V. Huenemann

Dr. Gerald L. Kincaid

Mrs. Anna Marie Larson

Mrs. Elena R. Leblanc

Miss Virginia Belle Lowers

Mrs. Verna MacMillian

Mr. Sol Rabushka

Mr. Carlisle Rast

Mr. Bruce Reeves

Miss Mary Rozum

Mr. William J. Scannell

Miss Mary Louise Schroth

Mr. Rodney P. Smith

Mr. John M. Stewart

Mr. John F. Sutton

Mr. Bernard R. Tanner

Mr. Harold Wasserman

Sister Mary Xavier, O.S.U.

(Institutional affiliations of the members of the Committee may be found in Appendix II.)

TABLE OF CONTENTS

Page

Introduction vii

GUIDES REVIEWED AND RECOMMENDED IN 1967

A. Elementary: Grades K-6 1

B. Secondary: Grades 7-12 3

C. Grades 1-12 6

GUIDES REVIEWED AND RECOMMENDED 1965-1966

A. Elementary: Grades K-8 7

B. Secondary: Grades 7-12 10

C. Grades K-12 12

Appendix I. The Curriculum Guide Evaluation of the NCTE Committee to Review Curriculum Guides 14

Appendix II. Members of the 1967 NCTE Committee to Review Curriculum Guides 21

INTRODUCTION

The purpose of the Committee to Review Curriculum Guides of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE Conventions. Each year the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The list this year is a cumulative one including thirty-nine of the best guides reviewed by the Committee since January 1965. During this period more than 500 guides from schools and other educational agencies throughout the United States have been reviewed. Because no specific guides were solicited by the Committee and because some excellent guides are now out of print, being revised, or otherwise available, it must be recognized that the selection printed here is not necessarily representative. The Committee does feel, however, that the guides on this list are among the best which have been examined in the past few years.

Each curriculum guide on this recommended list has been recommended by at least two members of the Committee. A copy of the criteria and rating scale used to evaluate guides, "Curriculum Guide Evaluation," is printed in Appendix I to this list. Few, if any, of the guides manifest all the characteristics named in the criteria; the Committee does not wish to imply that all good guides should be so comprehensive.

The annotations printed here, most of them based on comments made by Committee reviewers, have been contributed by Dorothy Davidson, Sister Mary Xavier, Brother Thomas Corbett, and the editor. Marion Miller, staff member of the NCTE Educational Resources Information Center (ERIC) Clearinghouse on the Teaching of English, contributed several annotations and assisted in preparing the list for publication. The typing, printing and binding of the list was performed by the NCTE/ERIC Clearinghouse.

The NCTE Committee to Review Curriculum Guides intends to revise its annotated list of recommended guides yearly. Guides are welcomed for review by the Committee. Those schools and agencies which would like to submit guides for review should send two copies to the Curriculum Materials Associate, NCTE, 508 South Sixth Street, Champaign, Illinois 61820.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE. A guide which is prefixed by an asterisk has been chosen as representative of its type and will, in the near future, be available on microfiche at 9¢ per fiche (up to 60 pages each) or hard copy at 4¢ per page from Bell & Howell's ERIC Document Reproduction Service (EDRS). When the asterisked guides are ready for sale by EDRS, they will be announced in the ERIC abstract journal, Research in Education.

William J. Scannell

GUIDES REVIEWED AND RECOMMENDED
IN 1967

A. Elementary: Grades K-6

A DEVELOPMENTAL APPROACH TO LEARNING FOR YOUNG CHILDREN. Louisville Public Schools, 506 West Hill Street, Louisville, Kentucky. 1966. $3.00.

This is a guide based on research indicating that, in early childhood, mental and physical activities are closely related, and motor activities play a major role in intellectual development. This guide suggests motor activities to develop readiness for reading, handwriting, mathematics, and art to help the perceptually handicapped child.

GUIDE TO TEACHING IN THE ELEMENTARY LANGUAGE ARTS (1-6). Charlotte-Mecklenburg Public Schools, P. O. Box 149, Charlotte, North Carolina 28201. 1966. 121 pages. $2.00.

This fine guide has excellent organization and scope. It provides background, objectives, specific suggestions, and aids for teachers for listening, speaking, writing (both written expression and handwriting), and reading. The bibliographies at the end of each section and in the appendix are good. The psychological treatment for meeting individual differences and for building confidence through success should be most helpful. The clever line-drawings throughout the guide suggest appropriate visual aids for enriching the teaching-learning situation, particularly the establishing of a congenial atmosphere.

LISTENING POST PROJECT: PROGRAM FOR BILINGUALS (4-6). Tucson Public Schools, 1010 East 10th Street, Tucson, Arizona 85717. 1965. 39 pages. $0.50.

This project is one part of a total program--Providing for Individual Differences. Its purpose is to provide material for use with the Listening Post (a set of 8 headsets), to inform about other available material, and to identify and improve techniques of use. The program contains concrete

material which can be used to improve speech, to improve skill in listening, to improve language usage, and to provide the children with opportunities both to hear and to become better acquainted with good literature. Processes of language and of concept development rather than arbitrary grade-level requirements are stressed. The guide provides a variety of ideas and activities and suggests as resources a large variety of specific materials and school services.

READING GUIDE (K-6). Fountain Valley School District, 19692 Lexington Lane, Huntington Beach, California 92646. 1965. 96 pages. $1.00.

This guide, in order to avoid many pages of wordy directions, makes good use of outlines and numerical lists, thus facilitating its easy use as a quick reference. Two sections are particularly worth noting: (1) Organizing the Class for the Reading Program, and (2) Reading Skills and Functional Reading in the Content Areas. The first sets forth a step-by-step plan for getting started and offers a choice of plans--semi-individualized grouping, individualized selective reading, or individual and small group plan. The second contains a list of skills needed for functional reading in content areas which could be helpful to both the reading teacher and the content teacher.

READING IN THE PRIMARY UNIT. Farmington Public Schools, Farmington, Connecticut 06032. 1965. 256 pages. $5.00.

This guide presents nine levels of reading achievement for the first three years, with additional information on evaluation. It describes two different approaches to the teaching of reading--the Basal Reader approach and the Personalized reading approach--and special reading difficulties. Its instructional organization flows logically from its philosophy and in turn implements that same philosophy nicely. The thirteen appendices constitute a convenient and inclusive reference--or handbook on the teaching of reading, and should certainly make the teacher's preparation much simpler and less time-consuming.

SELECTING, ORGANIZING, AND EXPRESSING IDEAS: A TENTATIVE GUIDE TO COMPOSITION IN THE ELEMENTARY SCHOOL (2-6). Clover Park School District No. 400, 5214 Steilacoom Boulevard, Lakewood Center, Washington 98499. 1966. 155 pages. $3.00.

Based on the principle that fuzzy, muddled thinking can never produce lucid, organized expression, either oral or written, this excellent guide suggests procedures for overall development of thinking abilities. It includes all the steps of composition from the initial experience which must precede any expression through proofreading, revision, and rewriting. Each of these is accompanied by sections on the direct teaching of the appropriate language skills. Throughout the guide, characteristics of children at the different age and grade levels, skills to be developed, and activities and assignments are color-keyed, making the guide easy to use.

B. Secondary: Grades 7-12

*ACTION IN THE LANGUAGE ARTS (7-12). Orange County Office of Public Instruction, P. O. Box 271, Orlando, Florida. 1965. 372 pages. $3.00 while limited supply lasts.

This extraordinary guide is one of the most comprehensive reviewed by the Committee. One of its unique features is long lists of suggested classroom activities to choose from in each area, with specific activities designated for slow, regular, and fast students. Attention is given to desirable student attitudes, goals are stated in behavioral terms, and "reading" and "literature" are coordinated. Scarce but useful ideas and materials are included for such topics as viewing, teacher self-evaluation, and the art of questioning.

*COORDINATION IN THE ENGLISH PROGRAM FOR GRADES 7-8-9 AND 10-11-12 (two volumes). Division of Program Development, Texas Education Agency, Austin, Texas 78711. 1966. Each volume 20-25 pages. Free.

These two short bulletins are designed to demonstrate how any one element of the English program, literature, grammar, or composition, can be the principal focus of any work at any grade, and how the other two elements can be studied in relation to the principal focus. The purpose of the bulletins is to illustrate the essential unity of English studies. Sample lesson plans are included for each grade.

*CURRICULUM GUIDE FOR THE SLOW-LEARNER IN SECONDARY ENGLISH. Mexico Public Schools, Mexico, Missouri. 1966. 60 pages.

This guide covers all aspects of English. The strength of the guide lies in the fact that it attempts to take a realistic look at English for the less able student and to suggest concrete goals and activities for such students. The section entitled "Course Content in English for the Slow-Learner" presents six pages of sequential experiences for these pupils and would be most helpful to a teacher dealing with such classes for the first time.

ENGLISH GUIDE: GRADES 7-12. Curriculum Improvement Center, Shepherd College, Shepherdstown, West Virginia 25443. 1963. 277 pages. $0.50 plus postage.

This guide provides a common core of experiences for the junior and senior high schools in written expression, oral expression, reading, and listening. Grammar, punctuation, and literature have been included as they apply to these areas. The guide is intended only to indicate the proficiencies usually stressed at particular grade levels, and not to restrict or limit teachers. It is color-keyed by section, making reference quick and easy. That it includes an integrated program for teaching listening and speaking skills is commendable, as is its inclusion of a continuous, organized, developmental reading program through even the senior high years.

ENGLISH IN THE JUNIOR HIGH SCHOOL (TENTATIVE CURRICULUM GUIDE). Boulder Valley Public Schools, Boulder, Colorado. 75 pages.

This guide focuses instruction on two areas: (1) development in the four language arts skills--listening, speaking, writing, and reading--and (2) the discovery and understanding of the major concepts of language and literature in a variety of realistic situations. It attempts neither to standardize course content, nor to provide weekly or daily "lesson plans." Instead, the four skills are presented in levels of difficulty, emphasizing thinking and semantics, with supplemental skills and activities for each. Within this framework, a pupil may progress at his own level in any one of the areas, whether he is at varying levels of mastery or at the same level in all areas. Sample units are given to illustrate how the language skills can be integrated with language and literature. The sample lesson plans are helpful as patterns for integrating all the facets of English. The inductive approach is used throughout.

JUNIOR HIGH SCHOOL READING HANDBOOK. Arlington Heights Public Schools, District 25, 301 West South Street, Arlington Heights, Illinois 60005. 1966. 58 pages. $1.00.

This handbook suggests methods and materials for providing continuing reading instruction in the junior high school, including sections on both basic and advanced reading skills. It is comprehensive and contains many specific exercises. It also connects with other content areas, such as social studies, science, mathematics, homemaking, and industrial arts. It should be extrememly helpful to the teacher with little training in reading.

*MEANING AND FUNCTION OF LANGUAGE (9-12). Acalanes Union High School District, Lafayette, California. 1965. 251 pages.

This guide is based on the idea that the English curriculum is divisible into three interconnected parts--language, literature, and composition--and that, of these, language is the most important, for it is the basis of the other two. The language section of the guide is extensive, well organized, and based on modern concepts of language. Lists of suggested activities are given for each concept. Sample lesson plans are included for language, composition, and literature. Written composition is related to the study of literature. Oral language, listening, and reading are not treated at any length.

*THE POWER OF ORAL LANGUAGE 7-8-9. Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110. 1965. 163 pages. $3.50.

The structure of this guide--building toward major goals through classroom experiences--is clear and logical. Worthwhile classroom activities are described in detail for nearly every type of oral experience students need to practice in school. The section entitled "Six Major Goals" is good. This guide has been developed by representatives from several schools, cooperating with a recognized authority on language.

A SLOW LEARNER PROGRAM IN LANGUAGE ARTS (Phases A and B, two volumes, grades 10-12). Richfield Public Schools, 70th and Harriet Avenue South, Richfield, Minnesota 55423. Phase A--1965, 60 pages, $2.00; Phase B--1966, 35 pages, $2.00.

These two volumes are the first two parts of a three phase (C now being prepared) English program for students who need special help upon entering the tenth grade. The program is

"non-graded" in that students begin in Phase A in the tenth grade and move on to Phase B and perhaps C according to their individual progress. Attention is given to the role of the parent in a program for slow learners. Emphasis is put on the utilization of mass media in classroom activities. Student conferences, laboratory sessions, and individual attention to students in class are frequently suggested.

TEACHER GUIDE FOR ENGLISH 13 (Grade 9). Fairfield Public Schools, Fairfield, Connecticut. 1966. 200 pages. $4.00.

This guide is for work-bound students in the lower track of grade nine. Some of its strengths are its innovative ideas, its discussion questions on standard works, and its balanced curriculum. It includes a brief presentation of some concepts from transformational grammar in the "What to Teach" section.

C. Grades 1-12

CURRICULUM GUIDE: LANGUAGE ARTS, GRADES 1-12. Newark Special School District, 83 East Main Street, Newark, Delaware 19711. 1966. 77 pages. $4.00.

Despite the name of the school district, this is not intended to be a guide for a "Special" school, such as for the handicapped or the gifted. It suggests floors for expectancies, but not ceilings. In addition to the curriculum guide itself, there is a list of 30 recommendations for Language Arts departments which should prove most helpful. It also contains a supplement which includes illustrative units on composition for grades 4-8, which should be a boon to teachers in those grades or anyone working with students whose abilities are within those stages of development.

A REMEDIAL READING GUIDE (2-12). Licking County Board of Education Office, 600 Mt. Vernon Road, Newark, Ohio 43055. 1967. 71 pages. $1.00.

This is an excellent resource for developing a remedial reading facility in an elementary school. Pertinent attributes of a remedial reading teacher are listed, as are responsibilities of the school administrator. The logistics are described, and suggestions for arrangements are excellently conceived. The lists of materials, equipment, and tests--with their prices--are complete enough to permit a good working start for a beginning remedial center.

GUIDES REVIEWED AND RECOMMENDED
1965-1966

A. Elementary: Grades K-8

CHILDREN'S LITERATURE: A RESOURCE GUIDE FOR ENRICHING THE STUDY OF LITERATURE IN GRADES 4-6. Pasadena City Schools, 351 South Hudson Avenue, Pasadena, California 91109. 1964. 134 pages. $2.50.

This is enrichment material for gifted students. Indicating an understanding of children's interests and children's literature, it correlates many of the suggested activities and experiences with their personal and social understandings, thus encouraging creative expression on the part of the pupils. It has sample lesson plans, and this specific material is very helpful. It also contains excellent bibliographies for students.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (K-3). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago, Illinois 60601. 1963. 353 pages. $3.00 (make checks payable to Board of Education).

This guide is part 1 in a series of three on general and specific objectives, suggested procedures, activities, and instructional aids for both teachers and pupils. It is comprehensive, realistic, well articulated, and simply organized. The suggested expectancies are clearly defined and are correlated with procedures and activities for the teacher and with learning experiences for the pupils. The guide's overview charts and "highlighted" statements of research are excellent.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (4-6). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago, Illinois 60601. 1964. 354 pages. $3.00 (make checks payable to Board of Education).

This guide is part 2 in a series of three. In its framework for listening, speaking, writing, and reading, it gives a comprehensive pattern for planning day-to-day instruction and evaluation, fitting these smaller segments into the long-range plan, the overall view. It directs the teacher to readily available materials, but does not include them. It contains suggestions for the inexperienced teacher and those new to the Chicago system.

ENGLISH SEQUENTIAL PATTERN DRILLS FOR SPANISH SPEAKING STUDENTS: INTERMEDIATE LEVEL (two volumes). Educational Materials Center, Box 4040, Tucson Public Schools, District Number 1, Tucson, Arizona. Volume for teachers (not available until June 1, 1968) $2.00; volume for students $2.00.

Even the volume for teachers of this set is primarily made up of work sheets and exercises for students. Most of the drills and exercises are based on concepts of structural grammar. The organization of materials is practical. Included is helpful material concerning the differences between Spanish and English.

FIND TIME FOR POETRY (three volumes: K-2, 3-4, 5-6). Alameda County Public Schools, 224 West Winton Avenue, Hayward, California 94544. 1964-1965. Approximately 33 pages per volume. K-2 volume $1.00; 3-4 volume $1.00; 5-6 volume $1.25.

These three volumes are compilations of the titles, authors, and sources of hundreds of poems selected because of their successful use by teachers. Poems have been chosen to promote enjoyment, appreciation, understanding, and sensitivity. Comments on and ways of presenting each poem are offered. The goals for poetry study are stated in levels of poetry appreciation. The attractive colors, illustrations, paper quality, and arrangement of content in these guides are unusually outstanding.

*FREE WAY TO WRITTEN EXPRESSION (K-8). Los Altos School District, Los Altos, California. 1964. 94 pages.

This guide emphasizes the fact that good writing stems from good thinking. It is well written and logically conceived; its format is functional (color-keyed for quick reference); its goals are set forth in terms of desired behavior; and it is interesting to read, showing both originality and creativity. It includes sections on helping children to (1) develop skills to think productively as part of written expression, (2) develop skills in organizing written expression to fulfill their purposes, (3) develop skills in actual writing, and (4) develop applications of written expression to daily living.

*GUIDE TO TEACHING LANGUAGE ARTS, LISTENING-SPEAKING-WRITING (K-6). Madison Public Schools, P.O. Box 2189, Madison, Wisconsin 53701. 1965. 155 pages. $3.00.

This guide has a companion volume entitled Guide to Teaching Reading and Literature. Together they present an integrated program. The teacher objectives, the pupil expectancies, and the instructional activities are presented in a lucid and usable manner. Correlated with specific activities are references to additional resources, which should encourage innovation on the part of the teacher.

*GUIDE TO TEACHING READING AND LITERATURE (K-6). Madison Public Schools, P. O. Box 2189, Madison, Wisconsin 53701. 1964. 103 pages. $3.00.

This guide has a companion volume entitled Guide to Teaching Language Arts, Listening-Speaking-Writing. Together they present an integrated program. This guide gives information on reading and child development, including sections on methods, materials, grouping, oral reading, phonics, experimentation in reading-time allotment, and evaluation of the reading program. It has lists of suggested reading in both poetry and prose, and additional lists of films and filmstrips. It also suggests various approaches to meet the problems of individual differences. Its bibliography for the teacher is excellent.

*SPEAKING, WRITING, & LISTENING IN THE ST. PAUL ELEMENTARY SCHOOLS. St. Paul Public Schools, St. Paul, Minnesota. 1965. 305 pages. $3.00 (limited number available from St. Paul).

The organization of the guide is excellent. Each section--speaking, writing, and listening--is preceded by an overview containing general objectives and information on current trends in teaching. The balance between oral and written expression and the support given to interrelating these three aspects of language arts take into account the results of recent linguistic research. Recurring suggestions for student self-evaluation in the individual lesson plans offer the teacher encouragement continually to adapt future lessons on the basis of evaluations.

B. Secondary: Grades 7-12

ENGLISH CURRICULUM GUIDE (9-12). Tamalpais Union High School District, Larkspur, California 94939. Revised 1965. 285 pages. $5.00.

Designed for teachers of regular and accelerated students in grades 9-12, this guide contains clearly written, straightforward objectives for literature and composition presented in carefully developed sequences. The suggested curriculum is primarily based on the study of literature, with sample composition assignments related to literature. A series of sample oral language units is given for grades 9-11. The literature program is organized by genre. The content of this guide is especially suitable for teachers of above-average students.

ENGLISH PROGRAM: GRADES 7-12. Division of Instruction, The Columbus Public Schools, Columbus, Ohio. 1965 (in revision). Available after September 1, 1968, for approximately $5.00.

The unusual feature of this original curriculum guide is its information on the results of recent research and publications pertaining to English. The aim is to keep teachers informed and to provide a solid theoretical foundation for the curriculum. The guide is well written and enjoyable to read.

*MODIFIED LANGUAGE ARTS CURRICULUM (10-12). St. Louis Park Public Schools, St. Louis Park, Minnesota. 1964. 240 pages.

This guide shows a high degree of creativity and adaptation for slow learners. The units are structured to meet student needs with an emphasis on building a good self-image. The vocational materials and the unit on self-knowledge are particularly good. The variety of specific lessons would be extremely beneficial for any teacher. One of the most helpful features of the guide is its comprehensiveness.

PRACTICES IN DEVELOPMENTAL READING (10-12). San Francisco Unified School District, San Francisco, California. 1966. 180 pages. MF $0.18, HC $7.20. (Available from Bell & Howell Company, 1700 Shaw Avenue, Cleveland, Ohio 44112; order as ED 001 605.)

This guide describes an excellent series of activities for teaching vocabulary. It also describes practices for teaching word attack skills. Most techniques included are for teacher-directed group instruction.

READING IN GRADES 7-12. Curriculum Development Council for Southern New Jersey, Glassboro State College, Glassboro, New Jersey 08028. 1964. 45 pages. $1.50.

This publication is a handbook on reading for secondary school teachers and administrators. It contains an excellent synopsis of reading instruction as it is practiced in American schools today (reporting accurately even some of the malpractices) and is an outstanding source book.

READING IN THE SUBJECT AREAS: GRADES 7-8-9. Board of Education, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1964. 45 pages. $1.25 (make checks payable to Auditor, Board of Education).

This guide emphasizes the specific reading skills necessary for work in the content areas--social studies, science, mathematics, industrial arts, and language arts. It has not only lessons and additional narrative information pertaining to those areas but also some reading lessons for the functional non-reader. It also includes a bibliography of instructional materials, such as professional readings, free and inexpensive materials, and practice materials in each of those same areas.

SEQUENTIAL PROGRAMS IN ENGLISH FOR A RESTRUCTURED CURRICULUM (7-12). Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44013. 1966. 216 pages. $4.00.

A great deal of planning undoubtedly went into the production of this useful guide; its content is unusually well organized and balanced. It emphasizes concepts to be learned in language, literature, and composition. The concepts are clearly identified, listed in a sequential order and by grade level. Many of the learning experiences are tied to specific texts. Perceptive overviews of the elements of composition, language, and literature begin each section and show awareness of significant contemporary research and trends in English teaching.

THE WORK ORIENTED CURRICULUM: GRADE 11 AND GRADE 12 (two volumes). Montgomery County Public Schools, Educational Services Center, 850 North Washington Street, Rockville, Maryland 20850. Grade 11 volume, 1965, 197 pages, $4.00; Grade 12 volume, 1964, 197 pages, $4.00.

These guides present in detail a correlated English-social studies-work experience curriculum. Basic skills are emphasized. The courses are for slow learners who have instruction

for a three-hour block of time daily. The goals coordinate well with the requirements of employers. Alternative class procedures for EMR students and non-readers are suggested. Comprehensive teacher evaluation procedures are included for each unit. Coordination of A-V materials with accompanying classroom activities is well done.

C. Grades K-12

CREATIVE WRITING (K-12). Curriculum and Supervision Service, Indianapolis Public Schools, 120 East Walnut Street, Indianapolis, Indiana. 1965. 87 pages. $1.50.

A consistent awareness of the need to provide proper environment and encouragement for creative activities throughout all the K-12 years is shown in this guide. It contains a wealth of choices and alternatives for teachers to use freely. There is a constant emphasis on the student's experience in expression as the primary value. This guide is also very attractively illustrated.

*CURRICULUM GUIDE FOR ENGLISH (K-12). State Department of Education, Capitol Building, Cheyenne, Wyoming 82001. 1965. 152 pages. Free while present supply lasts; modest charge when reprinted.

The purpose of this general guide is to outline aims and methods of teaching English from kindergarten through grade 12. The guide is a pleasure to read and, while it leaves an enormous amount to the imagination and talent of the teacher, its aims are so precise and the activities it suggests follow so clearly from those aims that any teacher should find that his imagination has been stimulated by reading it. The summary of "characteristic delights" is especially delightful. Skills and concepts are listed in estimated order of difficulty, rather than by grade level; this arrangement lends itself to better individualization of instruction and makes the guide more flexible for use in different schools.

ENGLISH LANGUAGE ARTS COURSE OF STUDY: LITERATURE PROGRAM K-12. Montgomery County Public Schools, Educational Materials Center, 850 North Washington Street, Rockville, Maryland 20850. 1965. In three parts--elementary, junior and senior high--$10.00 per part.

The organization of the units in this curriculum guide is well conceived. The thematic structure (Man and Self, Man

and Society, Man and Nature, and Man and the Cosmos) is coordinated with a structure for study of genre. The decisions establishing these structures reflect an understanding of children. Suggestions for evaluation of instruction in terms of pupil behavior should guide the teacher in valid observations.

LANGUAGE ARTS GUIDE: GOALS AND SEQUENCES, GRADES 1-12. Lexington Public Schools, Lexington, Massachusetts. 1964. 136 pages. $3.00.

Specific goals are listed in sequence for all areas of the language arts, grades 1-12. Charts for the various activities specify at which grade levels activities are to be introduced, emphasized, and "refined." In addition to this volume, Lexington High School has a very good guide entitled Language Arts Guide: Resource Unit, Grades 9-12, which is unfortunately out of print. The Resource guide is exceptionally useful and well written. Both volumes are presently being revised.

Appendix I

THE CURRICULUM GUIDE EVALUATION
OF THE
NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES

The five-page evaluation form used by the Committee was developed in 1965 by a subcommittee consisting of the following: Dorothy Davidson (chairman); Mary Bremer; Allan E. Dittmer; Maude H. Edmonson; Daniel A. Findley, Jr. (co-chairman); and William J. Scannell. The form has since been approved by the entire Committee. Blank copies are available free of charge from the Curriculum Materials Associate, NCTE, 508 South Sixth Street, Champaign, Illinois 61820.

THE CURRICULUM GUIDE EVALUATION

A Note of Explanation

These evaluation criteria were established with several objectives in mind. Primarily, they should enable the writers of a guide to see how the Committee felt their guide compared with other, similar guides from throughout the United States. They will also help to identify areas of strength and weakness in form, organization, methodology, and language.

The evaluation instrument was designed to apply to many different content emphases within the field of English. It indicates how well, in the opinion of the Committee, the guide serves teachers who are teaching whatever content is included in the course.

The Committee recognizes, however, that the choice of content to teach is the single most important decision to be made by curriculum planners. In most cases it was difficult to determine from the guide the exact nature of the content. Often the major reference to it was through the listing of pages in basic and supplementary textbooks. The reviewers attempted to infer from the guide as much about the content of the curriculum as they could. Any notes about their reactions to this content are given in the narrative section of the report headed "Additional Comments."

A word about the rating scale is in order. The continuum from "superior" to "below average" is self-explanatory. The category "inadequate or missing" comes with the idea that the item checked should have been dealt with in the guide but was skimped or omitted. Thus this category differs from "below average," which says that the item was dealt with in some detail, but the treatment of it was, as the item says, below average. All of this may be clarified by considering, for example, item 5 in section IV, which suggests that teachers should be active in trying to find out how students feel about their teaching performance--and that materials to help with this should be included in guides. The Committee is perfectly aware of the fact that such procedures will be rarely included, but this is the Committee's way of making suggestions. Other similar items are: I, 1, 5 and 7; II, 4 and 5; III, 2 and 9; IV, 1, 4 and 7.

Omitted areas may in fact have been covered in other guides not submitted to the Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

Finally, the Committee wishes to state emphatically that it is suffering from no illusions--or delusions--about the extent to which curriculum guides are actually used by teachers. The Committee real-

izes that voluminous guides, no matter how well organized or effectively written, may be less likely to be used by teachers than shorter ones. The many headings on the checklist should not be interpreted as a recommendation for longer guides. Many items can be handled effectively in a brief paragraph or two. Concisely written guides, the Committee believes, will be rewarded by increased teacher use. The Committee hopes that, by helping teachers to design effective, specific, operational guides, the guides themselves may actually help in the classroom, rather than being ignored even by the people who labored to bring them forth.

Dorothy Davidson, Chairman
NCTE Committee to Review
Curriculum Guides

Curriculum Guide Evaluation

The NCTE Committee to Review Curriculum Guides

Title:

School District or Agency and Address:

Grade Level(s):

Subject Area(s):

Publication Date:

Purpose:

Number of Pages:

Date Reviewed:

Recommended for Display at the NCTE National Convention: YES: NO:

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
I. Philosophy and Objectives						
1. This guide supports the view that curriculum building is an ongoing process, not a specific project with a definite end result which is usually the guide itself.						
2. This guide has a coherent and useful statement of philosophy or purpose.						
3. This guide's content follows logically and consistently from its statement of philosophy or purpose.						
4. This guide sets realistic objectives.						
5. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.						
6. This guide makes realistic provisions for individual difference in ability, interests, goals and cultural values among students.						
7. This guide clearly indicates that successful experiences in language are essential for all students of all abilities and aspirations.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
II. Curriculum Content						
1. This guide specifies ways of unifying many or all aspects of the language arts.						
2. This guide clearly indicates a logical sequence of experiences to help develop concepts.						
3. This guide clearly indicates a logical sequence of student performance in language skills.						
4. This guide anticipates problems of student behavior and/or attitude that may arise from course content or sequence, by offering alternatives.						
5. The guide anticipates problems of teacher attitude and understanding that may arise from course content or sequence.						
6. The guide provides useful background material for the teacher.						
7. This guide regards basic texts or anthologies, if used, as resources rather than as courses of study.						
8. This guide clearly differentiates program content for students of differing abilities.						
9. This guide reflects originality and innovation in curriculum design.						
III. Instructional Methods						
1. This guide anticipates problems of student behavior and/or attitude that may arise from recommended teaching methods by suggesting procedures for handling these problems.						
2. This guide anticipates problems of teacher anxiety that may arise from recommended methods.						
3. The guide advocates and describes inductive teaching procedures.						
4. This guide recognizes that different students learn in different ways and provides alternative methods.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
5. This guide provides alternative methods for achieving objectives and thus gives the teacher options.						
6. This guide provides a variety of ideas and activities.						
7. This guide allows for planned experimentation and innovation on the part of the teacher.						
8. This guide provides methods of stimulating student creativity in language.						
9. This guide supplies specific procedures which will enable teachers to help their students to become increasingly independent.						
10. This guide reflects originality and innovation in methods.						
IV. Assessment and Evaluation						
1. This guide stipulates that teachers assess their students' potential and achievement before selecting content and beginning instruction.						
2. This guide suggests methods for evaluating the results of the teacher's innovations.						
3. This guide makes specific recommendations for evaluating individual student achievement and progress in language.						
4. This guide makes clear a statement about grading policies.						
5. This guide includes procedures to help the teacher see his teaching as his students see it.						
6. This guide includes procedures for recognizing and rewarding student creativity in language.						
7. This guide includes procedures to help the teacher evaluate his own teaching procedures.						
8. In this guide, continual appraisal of student progress in language is seen as a basis for making changes in content, methods, and materials.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
9. The guide suggests a variety of techniques for evaluation, including student self-evaluation.						
10. Evaluation of performance as suggested in this guide is directly related to the objectives of the program.						
V. Design of the Guide						
1. The guide is easy to read; the language is clear and effective.						
2. This guide suggests as resources a large variety of specific materials and school services, e.g., library, A-V, guidance department.						
3. This guide effectively separates objectives from the means by which those objectives are to be achieved.						
4. Teacher objectives are clearly separated from student objectives.						
5. This guide makes clear how particular lessons and/or procedures are related to the total program.						
6. This guide directs the teacher to readily available materials, such as textbook manuals, but does not duplicate them.						
7. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system.						
8. This guide shows originality of form and style and will therefore stimulate enthusiasm.						
9. This guide's format makes revision convenient.						

Appendix II

MEMBERS OF THE 1967 NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES

Chairman
Miss Dorothy Davidson
Program Director for English
Division of Program Development
Texas Education Agency
Austin, Texas

Associate Chairman
Mr. Daniel A. Lindley, Jr.
Department of English Education
Florida State University
Tallahassee, Florida

Mr. Eugene E. Balazs
Chairman, Department of English
Sewanhaka High School
Floral Park, Long Island
New York

Mr. G. Spencer Beasley
Chairman, Department of English
Cheyenne Mountain Schools
Colorado Springs, Colorado

Miss Mary Bremer
Department of Linguistics
University of Illinois
Urbana, Illinois

Miss Mabel M. Brown, Chairman
Department of English
Reno High School
Reno, Nevada

Dr. S. Alan Cohen, Director
Curriculum Instruction
Ferkauf Graduate School of Education
Yeshiva University
New York, New York

Brother Thomas Corbett, S.M.
English Curriculum Coordinator
Board of Education
Archdiocese of Cincinnati
Cincinnati, Ohio

Mr. Allan E. Dittmer
Department of English
Wayne State University
Detroit, Michigan

Mrs. Maude H. Edmonson
Primary Coordinator and Reading Consultant
Merced, California

Miss Katherine B. Greaney
Supervisor, English Language Arts
Education Service Center
Montgomery County School System
Rockville, Maryland

Dr. Lola Beth Green
Associate Professor of English & Chairman of Teacher Certification
Texas Technological University
Lubbock, Texas

Mr. Herbert P. Habel
English Department
Baltimore Polytechnic Inst.
Baltimore, Maryland

Mrs. Karen J. Hess, Chairman
Language Arts Department
Hopkins Senior High School
Hopkins, Minnesota

Dr. C. V. Huenemann, Head
Division of Language and Literature
Missouri State Teachers College
Kirksville, Missouri

Dr. Gerald L. Kincaid
Language Arts Consultant
Division of Instruction
Minnesota State Department of Education
St. Paul, Minnesota

Mrs. Anna Marie Larson
Supervisor, Center for Reading
College of Education
University of Illinois
Urbana, Illinois

Mrs. Elena R. LeBlanc
Assistant Professor of Education
College of Education
University High School
Louisiana State University Campus
Baton Rouge, Louisiana

Miss Virginia Belle Lowers
(retired; formerly Supervisor, Secondary English, Los Angeles City Schools)
322 North Flores Street
Los Angeles, California

Mrs. Verna MacMillian, Principal
Sedgwick Junior High School
West Hartford, Connecticut

Mr. Sol Rabushka
Forest Park Community College
St. Louis, Missouri

Mr. Carlisle Rast
Department of English
Hyde Park High School
Chicago, Illinois

Mr. Bruce Reeves
Acalanes High School
Lafayette, California

Miss Mary Rozum
Assistant Professor & Supervising Teacher
Thomas Metcalf School
Illinois State University
Normal, Illinois

Mr. William J. Scannell
NCTE Curriculum Materials Associate & Liaison Officer to the Committee (ex officio)
Champaign, Illinois

Miss Mary Louise Schroth
Administrative Supervisor
Secondary Schools
Cincinnati Public Schools
Cincinnati, Ohio

Mr. Rodney P. Smith
Executive Director, Division of Curriculum & Instruction
Florida State Department of Education
Tallahassee, Florida

Mr. John M. Stewart
Coker College
Hartsville, South Carolina

Mr. John F. Sutton, Chairman
Department of English
Middlesex Junior High School
Darien, Connecticut

Mr. Bernard R. Tanner
Curriculum Associate
Cubberly High School
Palo Alto, California

Mr. Harold Wasserman
Department Chairman
Bancroft Junior High School
Los Angeles, California

Sister Mary Xavier
Reading Curriculum Coordinator
Board of Education
Archdiocese of Cincinnati
Cincinnati, Ohio